

CURRICULAR FRAMEWORK OVERVIEW

**OFFICE OF TEACHING AND
LEARNING SUPPORT**

Guiding the
Conversation
and
Collaborative
Work Around
Curriculum

OVERVIEW

Why did we develop a new framework?

Where did we begin?

What is the purpose of the framework?

What does it look like?

What are the next steps?

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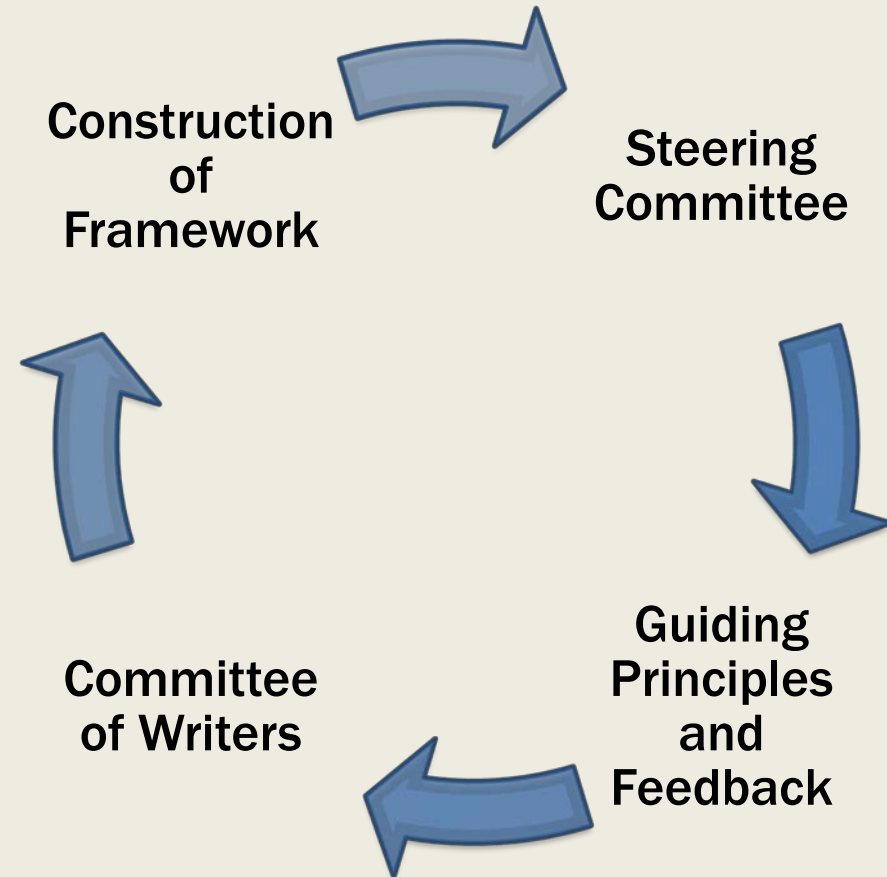
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WHY DID WE DEVELOP A NEW FRAMEWORK?

- Constructing curriculum is a cycle
- Committee worked intensely over 6 months
- Only for English Language Arts and Mathematics at this time
- Collaboration of teachers, supervisors, administrators in grades K-12 with curriculum writing experience



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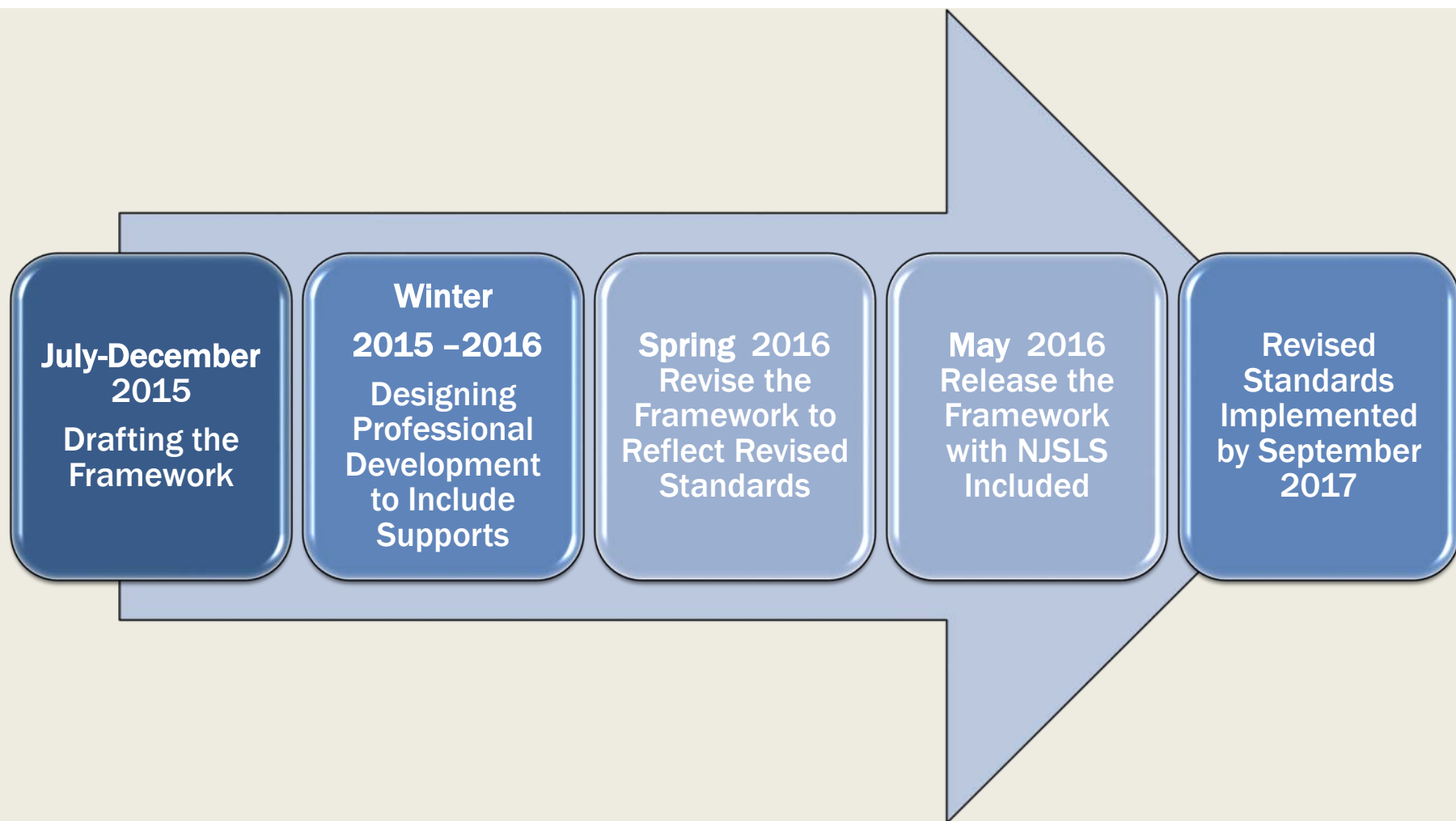
What does it look like?

What are the next steps?

WHERE DID WE BEGIN?

- Evaluated NJ Model Curriculum and delineated the standards
- Considered district and teacher autonomy
- Researched a variety of planning resources and instructional strategies

TIMELINE OF THE WORK



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WHAT IS THE PURPOSE?

The framework:

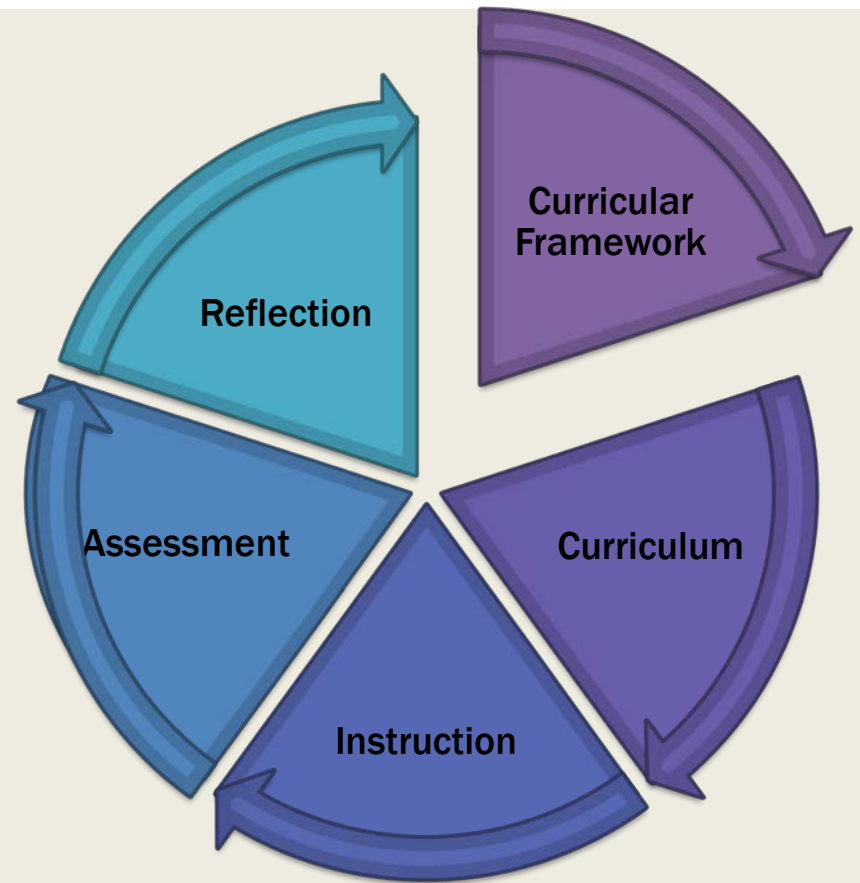
- “frames” the collaborative conversations and work that must be accomplished.
- outlines a way to implement, organize, and complete the standards.
- suggests grade-appropriate resources.
- creates a path for vertical articulation from Kindergarten through grade 12.

WHAT WAS...WHAT IS

Model Curriculum	Curricular Framework
Five Units 6 weeks in length	Four Units 9 weeks in length
Student Learning Objectives Drive Each Unit	Standards Drive Each Unit
The progression of the complexity of a standard was shown from one grade level to the next through the use of bold type	Skill Focus Based on Critical Knowledge and Skills
Standards Repeated and Assessed at the Six Week Interval	Standards and Skills Build Over the Course of the Units
Six Week Assessment Cycle with Two Week Remediation	Particular Attention Paid to 75% of the School Year Aligned to Standardized Testing
Closed Document	Open Document
“Curriculum”	Bridge from Standards to Curriculum

FURTHER DEFINING THE PURPOSE

- The framework is **NOT** a curriculum
- It is not the **END** of the conversation around curriculum and instruction
- It is not **OUTSIDE** of the Cycle of Teaching and Learning



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SKILLS AND SEQUENCING: ENGLISH LANGUAGE ARTS

- There are primary focus standards for each unit.
- As the ELA standards spiral, **most** standards should be considered in each unit.
- Grade K-5 ELA units are designed to be taught in the order they have been presented within the framework. These skills are foundational and build upon one another.

CURRICULAR FRAMEWORK

ELA OVERVIEW

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus Standards: RL.7.1 RI.7.1 RL.7.2 RI.7.2 RL.7.4 RI.7.4 RL.7.5 RI.7.5 RL.7.6 RI.7.6	Primary Focus Standards: W.7.2A,B,C,D,E W.7.4 W.7.5 W.7.6 W.7.10 Select at least one from W.7.7, W.7.8, W.7.9A,B	Primary Focus Standards: SL.7.1A,B,C,D SL.7.4 SL.7.6	Primary Focus Standards: L.7.1A L.7.2B L.7.3A L.7.4A,C,D L.7.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> 1 - 2 Extended Texts 4-8 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> Informational/Explanatory Literary Analysis Research Routine Writing 	Task Types: <ul style="list-style-type: none"> Small and whole group discussions 	These standards are embedded within the writing process
Unit 2	Primary Focus Standards: RL.7.1 RI.7.1 RL.7.2 RI.7.2 RL.7.4 RI.7.4 RL.7.5 RI.7.5 RL.7.6 RI.7.6	Primary Focus Standards: W.7.1A,B,C,D,E W.7.4 W.7.5 W.7.6 W.7.10 Select at least one from W.7.7, W.7.8, W.7.9A,B	Primary Focus Standards: SL.7.1A,B,C,D SL.7.4 SL.7.6	Primary Focus Standards: L.7.1B L.7.2B L.7.3B L.7.4B L.7.6
Suggested Open Educational Resources	Reading <ul style="list-style-type: none"> Close In on Close Reading How To Close Reading Video Teaching Channel: Thinking Notes Strategy For Close Reading Common Core Reading Strategies Informational Text Writing Summary Summary-Non-Fiction Text YouTube Reading Lessons Middle School Common Core Strategies Teaching Reading 	Writing/Language <ul style="list-style-type: none"> Evidence Based Arguments Writing Resources by Strand Argumentative Writing YouTube Writing Exemplars - Argument/Opinion Personal Narrative PARCC Writing Resources Writing Exemplars by Grade Level and Aspects to Consider in Writing Thesis Writing Discussion, Planning and Questioning 	Speaking & Listening <ul style="list-style-type: none"> Inquiry Based Learning (Edutopia) Engaging Students Using Discussion Strategies for Student Centered Discussion Socratic Seminar: ReadWriteThink Fishbowl Strategy Stems on Fostering Class Discussion Fishbowl Strategies: Teach Like This 	Critical Thinking <ul style="list-style-type: none"> Levels of Thinking in Bloom's and Webb's Depth of Knowledge Cognitive Rigor Chart 5 Strategies For Middle School Classrooms Spectrum of Standards by Grade: Breakdown of Standards and Sample Lessons

ELA UNIT PLAN

Curricular Framework English Language Arts-Grade 8

Curricular Framework English Language Arts-Grade 8

Unit 1 What This May Look Like

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Unit 1 What This May Look Like		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
<i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i>		<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>
District/School Texts		District/School Supplementary Resources
<i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i>		<i>Districts or schools choose supplementary resources that are not considered "texts."</i>
District/School Writing Tasks		
Primary Focus <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i>	Secondary Focus <i>This may be to develop a skill or connect to writing from resources or research writing.</i>	Routine Writing <i>This is daily writing or writing that is done several times over a week.</i>
Instructional Best Practices and Exemplars		
<i>This is a place to capture standards integration and instructional best practices.</i>		

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SKILLS AND SEQUENCING: MATHEMATICS

- Codified
 - Major standards-**green**
 - Supporting standards -**blue**
 - Additional standards -**yellow**
- In each unit
 - Additional and supporting as a way to teach major content
 - Grade appropriate math vocabulary
 - Math fluency (grades K-5)
 - Mathematical Practices
- Mastery of standards by end of grade level

CURRICULAR FRAMEWORK

MATH OVERVIEW

Overview	Standards for Mathematical Content	Unit Focus	Standards for Mathematical Practice
Unit 1 Understanding the Place Value System	<ul style="list-style-type: none"> ● 5.OA.A.1 ● 5.OA.A.2 ■ 5.NBT.A.1 ■ 5.NBT.A.2* ■ 5.NBT.B.5* ■ 5.NBT.B.6 ■ 5.NBT.A.3 ■ 5.NBT.A.4 	<ul style="list-style-type: none"> • Write and interpret numerical expressions • Understand the place value system • Perform operations with multi-digit whole numbers and with decimals to hundredths 	<p>MP.1 Make sense of problems and persevere in solving them.</p>
Unit 1: <i>Suggested Open Educational Resources</i>	5.OA.A.1 Using Operations and Parentheses 5.OA.A.1 Watch out for Parentheses 1 5.NBT.A.1 Which number is it? 5.NBT.A.1 Millions and Billions of People 5.NBT.A.3 Placing Thousandths on the Number Line 5.NBT.A.4 Rounding to Tenths and Hundredths 5.NBT.B.5 Elmer's Multiplication Error		<p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.4 Model with mathematics.</p>
Unit 2 Understanding Volume and Operations on Fractions	<ul style="list-style-type: none"> ■ 5.MD.C.3 ■ 5.MD.C.4 ■ 5.MD.C.5 ■ 5.NBT.B.5* ■ 5.NF.A.1 ■ 5.NF.A.2 ■ 5.NF.B.3 ■ 5.NF.B.4 	<ul style="list-style-type: none"> • Understand concepts of volume • Perform operations with multi-digit whole numbers and with decimals to hundredths • Use equivalent fractions as a strategy to add and subtract fractions • Apply and extend previous understandings of multiplication and division 	<p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p>

MATH UNIT PLAN

Curricular Framework Mathematics-Grade 7

Unit 1 Grade 7		
Content Standards	Suggested Standards for Mathematical Practice	Critical Knowledge & Skills
<p>7.NS.A.1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal number line.</p>	<p>MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments & critique the reasoning of others. MP.5 Use appropriate tools strategically.</p>	<p>Concept(s):</p> <ul style="list-style-type: none"> • Opposite quantities combine to make 0 (additive inverses). • $p + q$ is the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. • Subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$.
Unit 2 Grade 7 What This May Look Like		
District/ School Formative Assessment Plan		District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.		Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.
Focus Mathematical Concepts		
<p>Districts should consider listing prerequisites skills. Concepts that include a focus on relationships and representation might be listed as grade level appropriate.</p> <p>Prerequisite skills:</p> <p>Common Misconceptions:</p>		
District/School Tasks		District/School Primary and Supplementary Resources
Exemplar tasks or illustrative models could be provided.		District/school resources and supplementary resources that are texts as well as digital resources used to support the instruction.
Instructional Best Practices and Exemplars		
This is a place to capture examples of standards integration and instructional best practices.		

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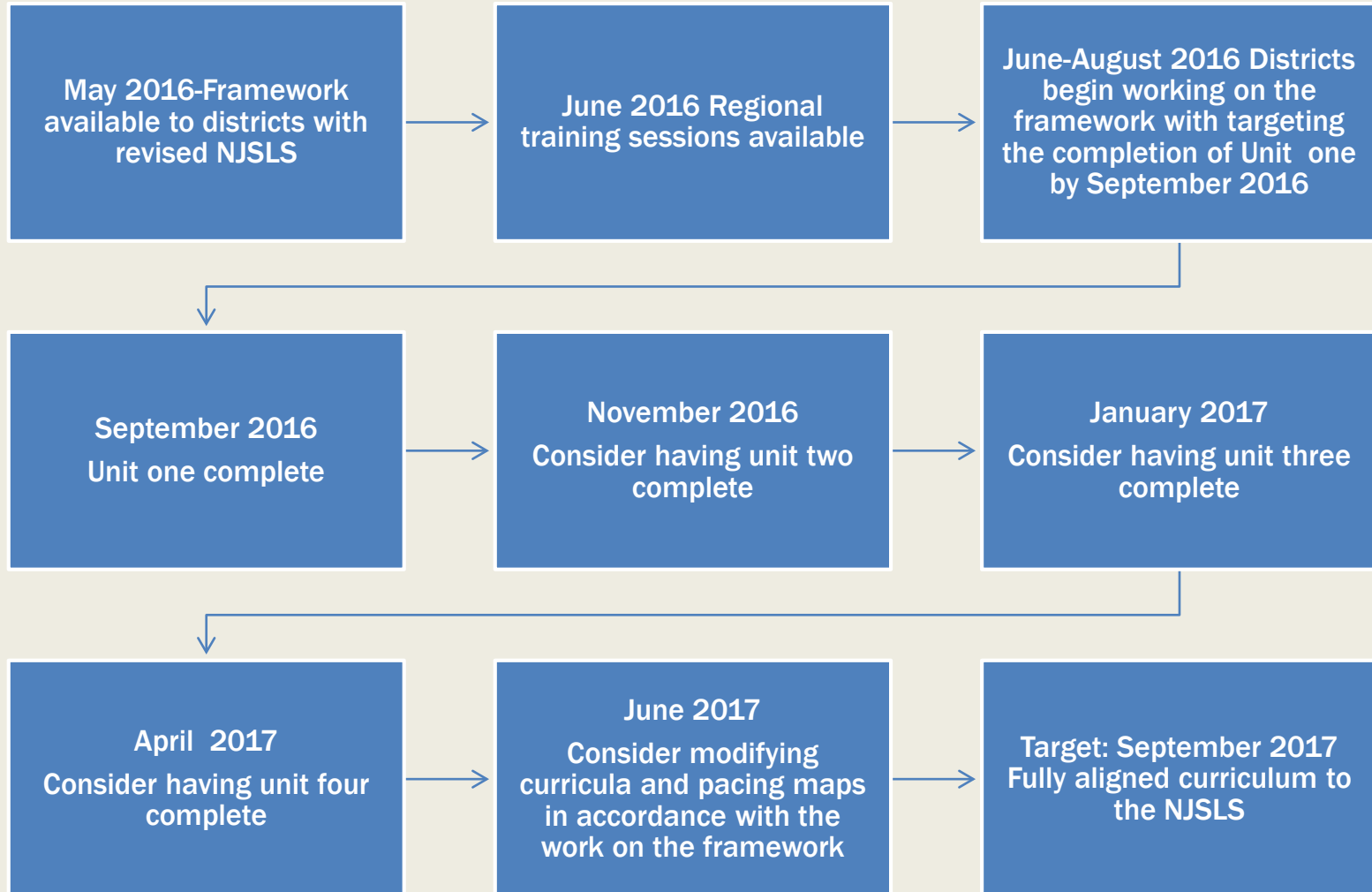
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SUGGESTED WORKING TIMELINE FOR DISTRICTS



SUPPORTS AROUND THE FRAMEWORK

- In-person key educator training for turn-keying
- Regional trainings around the state for teams of teachers to work on the developing out a district's framework
- Online materials to support the construction of the framework
 - Materials, lessons, trainings and the framework can be found on www.NJCORE.org
 - How to unpack standards and support of conversations around Professional Learning Communities can be found at www.online-plc.org

SUSTAINING THE CONVERSATION AROUND THE CURRICULAR FRAMEWORK

**Title: Conversations Around Curriculum and Instruction: Building
 the Curricular Framework**

Intent:

- Focusing on using the newly designed curricular framework to support the collaborative conversations around curriculum and instruction.
- Engaging in the collaborative conversations regarding curricular best practices as well as developing out the framework.

Dates:

- 6/17/16 Morris County Training Academy: AM & PM Session
- 6/24/16 Learning Resource Center, Trenton NJ: AM & PM Session
- 6/30/16 Rowan University and Gloucester County: AM & PM Session
- 8/2/16 Rowan University and Gloucester County: AM & PM Session
- 8/16/16 Morris County Training Academy: AM & PM Session
- 8/17/16 Learning Resource Center, Trenton NJ: AM & PM Session

WITH GRATITUDE

- Thank you for all you do to support teachers and student learning
- Contact information:

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